



NAEP 2009 Reading Results

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NAEP 2009 Administration & Results Overview

- NAEP results are based on the state sample. Approximately 3000 students at 4th and 8th grade are sampled for math during each biennial administration.
- No one student takes the entire test as it would take approximately 6 hours for one subject.
- Results are reported in scale scores, percents at achievement levels, and in percentiles for the state and the nation. District, school, or student data are not reported.
- Results can be disaggregated based on demographic and survey variables.

Overall Summary of Results for South Dakota

Grade 4

- SD 4th graders' average score was 222. This was significantly higher than the nation's public schools (220).
- The score of 222 is not significantly different than in 2003 (222) nor from 2007 (223).
- The percent of students scoring at or above Proficient was 33% and this is not greater than that for the nation's public schools (32%).

Grade 8

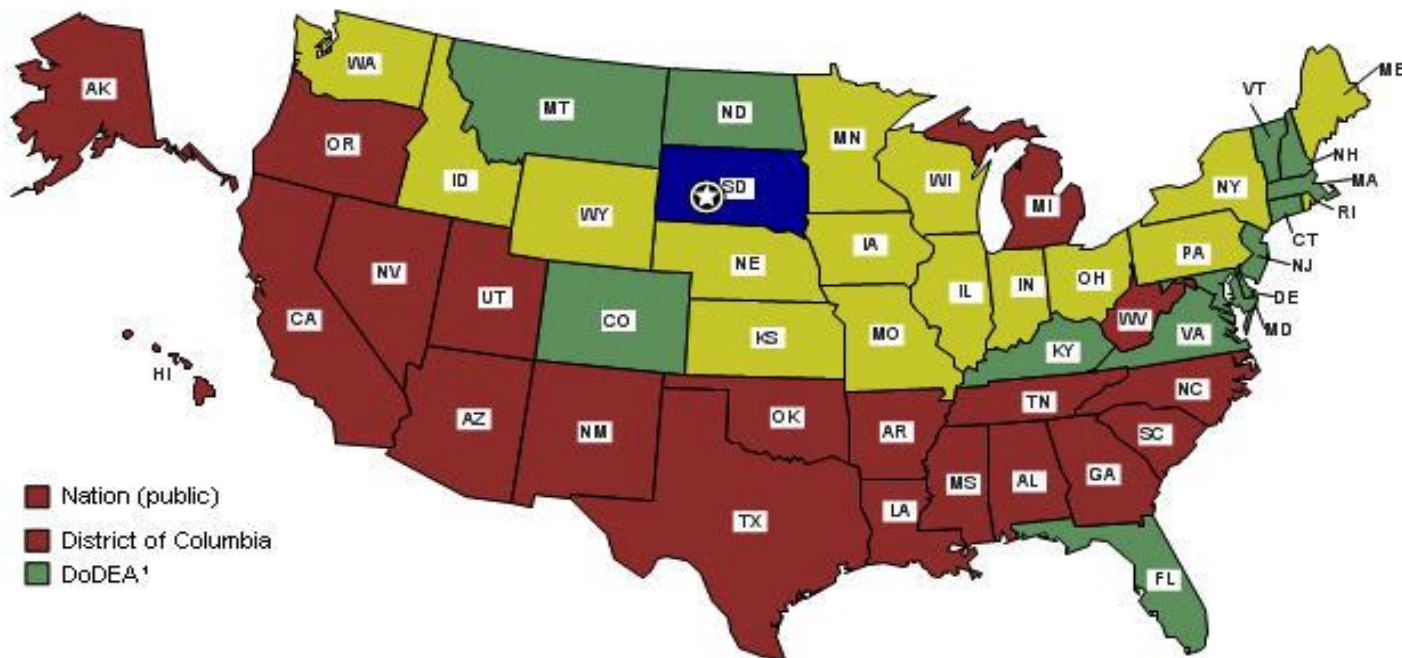
- SD 8th graders' average score was 270. This was significantly higher than the nation's public schools (262).
- The score of 270 is not different from 2003 (270) or 2007 (270).
- The percent of students scoring at or above Proficient was 37% and this was greater than that for the nation's public schools (30%).

NAEP 2009 Reading Report for South Dakota (Embargoed)

The Nation's Report Card 2009 State Assessment

**Figure
2-A**

South Dakota's average scale score in NAEP reading for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2009



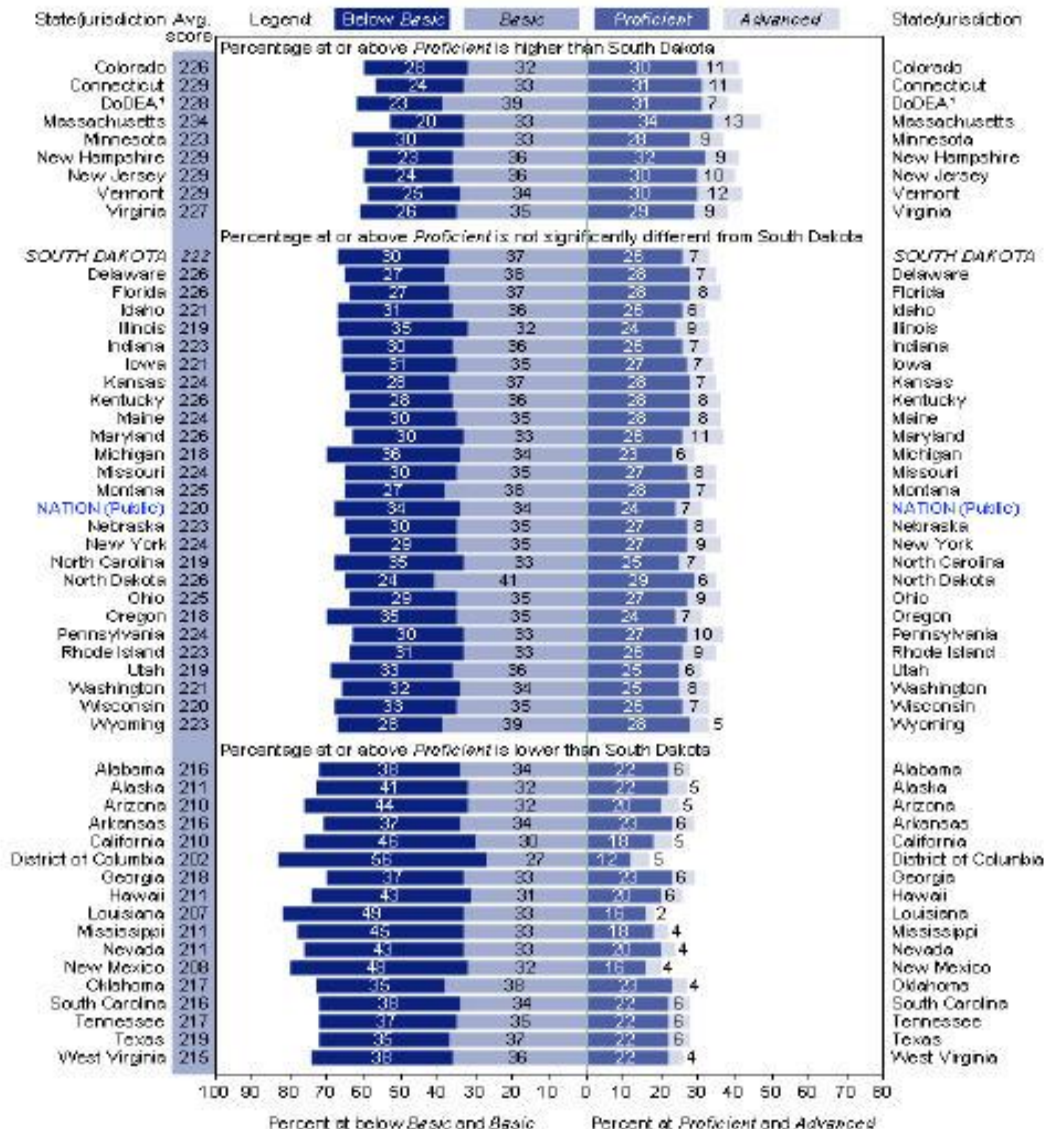
¹ Department of Defense Education Activity schools (domestic and overseas).

NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

**Figure
3-A**

The Nation's Report Card 2009 State Assessment
Average scale scores in NAEP reading for fourth-grade public school students, percentage within each achievement level, and South Dakota's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2009



* Department of Defense Education Activity schools (domestic and overseas).

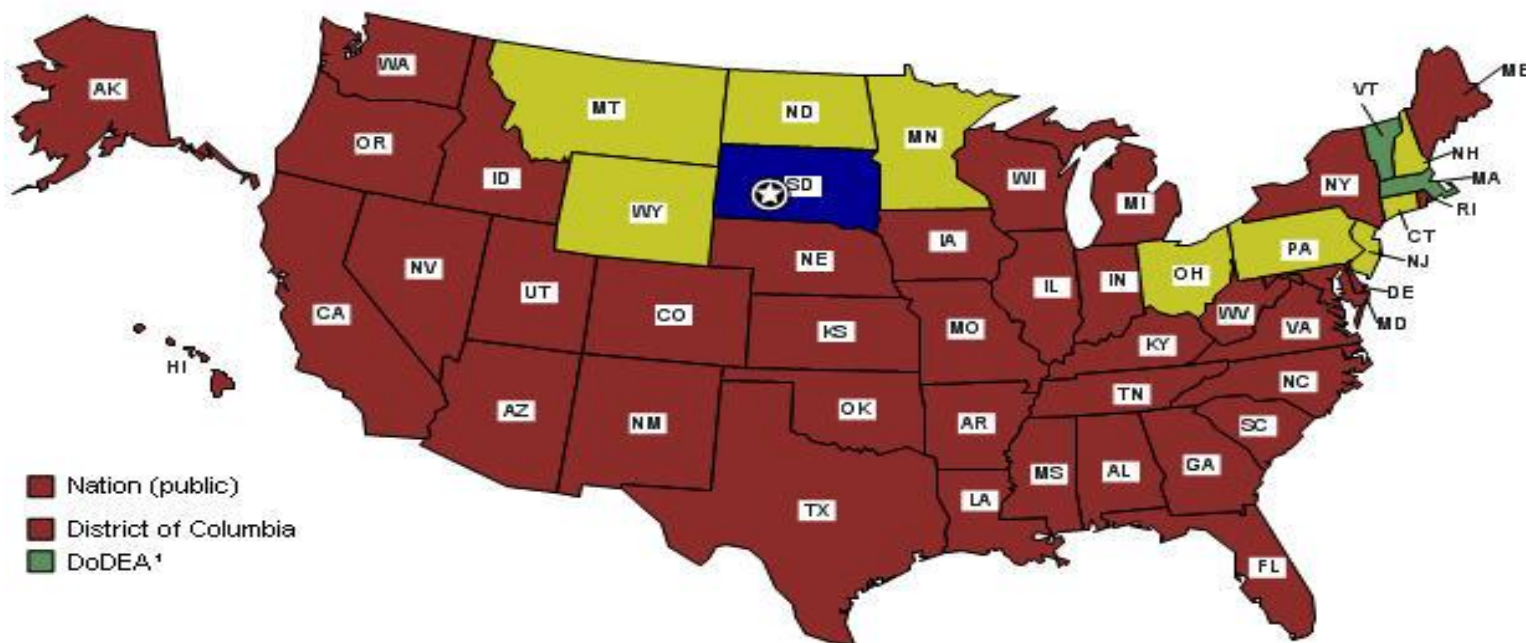
NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

NAEP 2009 Reading Report for South Dakota (Embargoed)

The Nation's Report Card 2009 State Assessment

**Figure
2-B**

South Dakota's average scale score in NAEP reading for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2009



- Nation (public)
- District of Columbia
- DoDEA¹

★	Focal state/jurisdiction (South Dakota)
■	Higher average scale score than South Dakota (3 jurisdictions)
■	Not significantly different from South Dakota (9 jurisdictions)
■	Lower average scale score than South Dakota (nation and 39 jurisdictions)

¹ Department of Defense Education Activity schools (domestic and overseas).

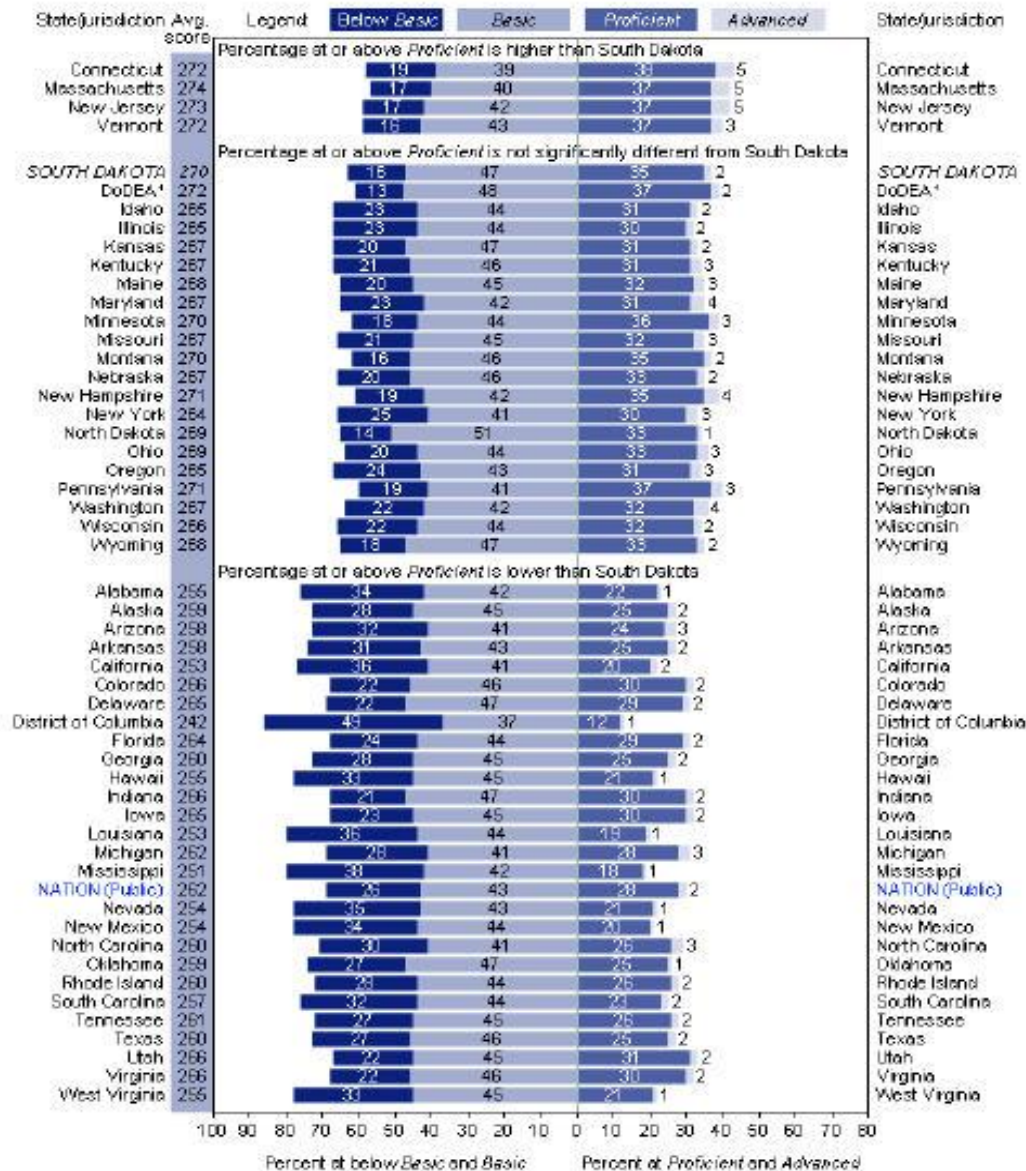
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

**Figure
3-B**

The Nation's Report Card 2009 State Assessment

Average scale scores in NAEP reading for eighth-grade public school students, percentage within each achievement level, and South Dakota's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2009



* Department of Defense Education Activity schools (domestic and overseas).

NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they



Content and questions from NAEP 2009

Snapshot of Test Framework

Content: Literary Text, Informational Text, Vocabulary

Cognitive Targets: Locate/recall, integrate/interpret, critique/evaluate

Item Types: Multiple Choice, Constructed Response, Extended
Constructed Response

Passage Length:

Gr. 4: 200-800 words, Gr. 8: 400-1,000, Gr. 12: 500-1,500

Passage Considerations: Authentic text, drawn from a variety of contexts, reflect our literary heritage, complete passages whenever possible

Definition of Proficient: Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and appropriate analytical skills.

Item Distribution for Grade 4 and 8

4th Grade

Text Types:

Literary: 50%

Informational: 50%

Cognitive Targets:

Locate/recall: 30%

Integrate/interpret: 50%

Critique/Evaluate: 20%

Item Types:

Multiple choice: 50%

Short CR: 40%

Extended CR: 10%

8th Grade

Text Types:

Literary: 45%

Informational: 55%

Cognitive Targets:

Locate/recall: 20%

Integrate/interpret: 50%

Critique/Evaluate: 30%

Item Types:

Multiple choice: 40%

Short CR: 45%

Extended CR: 15%

What's the Buzz?

by Margery Facklam

"What do bees do?" Ask most people and they will say, "Bees make honey and they sting." They may even tell you that bees are fuzzy, black-and-yellow insects that live in hives. But there are lots of kinds of bees, and they're not all the same. Some fly at night. Some can't sting. Some live only a few months, and others live several years. Every species of bee has its own story. A species is one of the groups used by scientists to classify, or group, living things. Animals of the same species can mate with each other. And they give birth to young that can mate and give birth, or reproduce.

Scientists have named about 20,000 species of bees. But they think there may be as many as 40,000 species. Why so many?

Over millions of years, environments change. Animals slowly evolve, or change, too. These changes help the animals survive, or live, so that they can reproduce. And it's reproducing that matters, not how long an animal lives.

To survive, some bee species developed new ways to live together. Some found new ways to "talk" to each other, or communicate. Others developed other new skills and new behaviors. Scientists call these kinds of changes adaptations. Over a long time, a group of bees can change so much it becomes a new species.

Bees come in different sizes. There are fat bumblebees and bees not much bigger than the tip of a pencil. There are bees of many colors, from dull black to glittering green. Some species of tropical bees are such bright reds and blues that they sparkle in the sun like little jewels.

Most bees play an important role in plant reproduction. Bees collect pollen, a powderlike material that flowers make. By carrying pollen from one flower to another,



Day-active
sweat bee

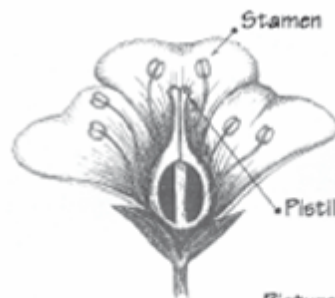
Stingless
bee



European
honeybee

bees help plants reproduce. Bees are among the world's most important insects. Without them, many plants might not survive. And for most animals, life would be impossible without plants.

Pollination



Picture 1

Pollination is the first step in making seeds. The male part of the plant is called the stamen. The female part is called the pistil. A plant can't make seeds until the pollen from the stamen reaches the pistil. Some flowers pollinate themselves when pollen from the stamen falls on the pistil. Other flowers are pollinated when pollen blows from one flower to another.

Many animals spread pollen. But bees are the best pollinators of all. They go to the flowers to gather pollen for food. Bees collect pollen in different ways. Some bees gather pollen from flower stamens by brushing against them. Some of the pollen then rubs off on the next flower the bees visit. In this way, bees spread pollen from flower to flower as they gather food.



Picture 2

Bees also drink nectar, a sweet liquid in flowers. As a bee goes inside this orchid for nectar, its weight makes the orchid's stamen bend over. Pollen from the stamen brushes on the bee.



Picture 3

Stingless bees like this one sometimes shake themselves to gather pollen from flowers. Shaking loosens the pollen and makes it fall on the bee.

Sample Question: Locate and Recall

According to the article, what can animals of the same species do?

- ☐ (A) Travel in groups over long distances
- ☐ (B) Live together in homes such as hives
- ☒ (C) Mate with each other and give birth
- ☐ (D) Find food for their young

Nationally, 63% of fourth-graders were able to locate a specific detail from the article.

68% of South Dakota's fourth-graders were able to answer the question correctly.

Alligator Poem

by Mary Oliver

I knelt down
at the edge of the water,
and if the white birds standing
in the tops of the trees whistled any warning
I didn't understand,
I drank up to the very moment it came
crashing toward me,
its tail flailing
like a bundle of swords,
slashing the grass,
and the inside of its cradle-shaped mouth
gaping,
and rimmed with teeth—
and that's how I almost died
of foolishness
in beautiful Florida.
But I didn't.
I leaped aside, and fell,
and it streamed past me, crushing everything in its
path
as it swept down to the water
and threw itself in,
and, in the end,
this isn't a poem about foolishness
but about how I rose from the ground
and saw the world as if for the second time,
the way it really is.

The water, that circle of shattered glass,
healed itself with a slow whisper
and lay back
with the back-lit light of polished steel,
and the birds, in the endless waterfalls of the trees,
shook open the snowy pleats of their wings, and
drifted away
while, for a keepsake, and to steady myself,
I reached out,
I picked the wild flowers from the grass around me—
blue stars
and blood-red trumpets
on long green stems—
for hours in my trembling hands they glittered
like fire.

From New and Selected Poems by Mary Oliver
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Sample Question: Integrate and Interpret

Describe what happens to the speaker of the poem and explain what this experience makes the speaker realize.

Extensive response:

The speaker is drinking water from a river, and an alligator came up behind the speaker at full speed, but the speaker jumped out of the way just in time. Then, she looked around at the area and realized that although nature can be deadly, it is also beautiful.

Essential response:

The speaker is attacked by an alligator and barely survives, so after that the speaker starts seeing the world in a better way.

Percentage of eighth-grade students in each response category: 2009

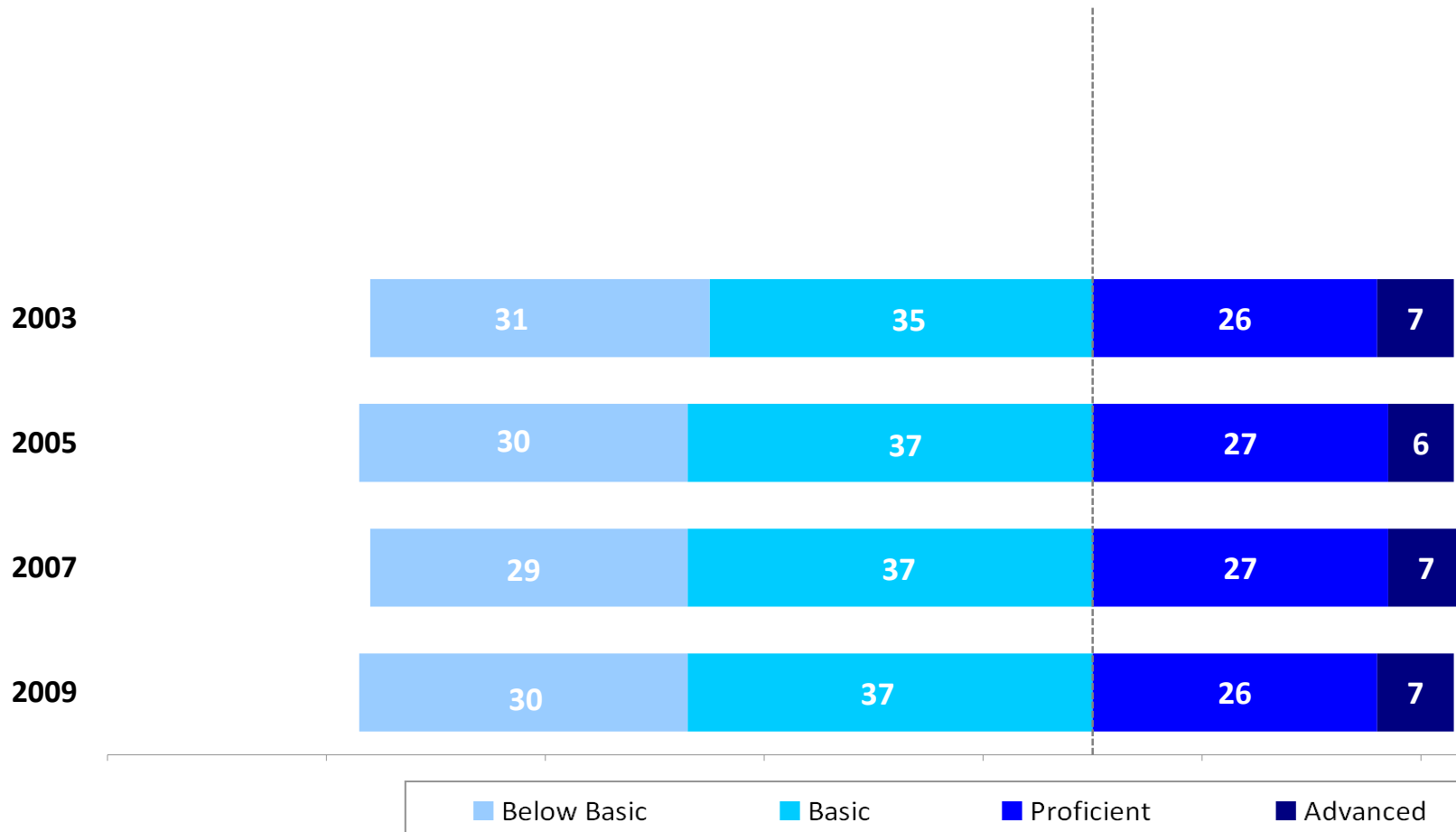
Extensive	Essential	Partial	Unsatisfactory	Omitted
(SD 14) 16	(SD 19) 20	(SD 60) 55	(SD 6) 7	2

Results: Grade 4 Reading



Percent at or above Proficient - No change from 03 to 09

NAEP Reading Grade 4 — Overall *Achievement Level Percentage*

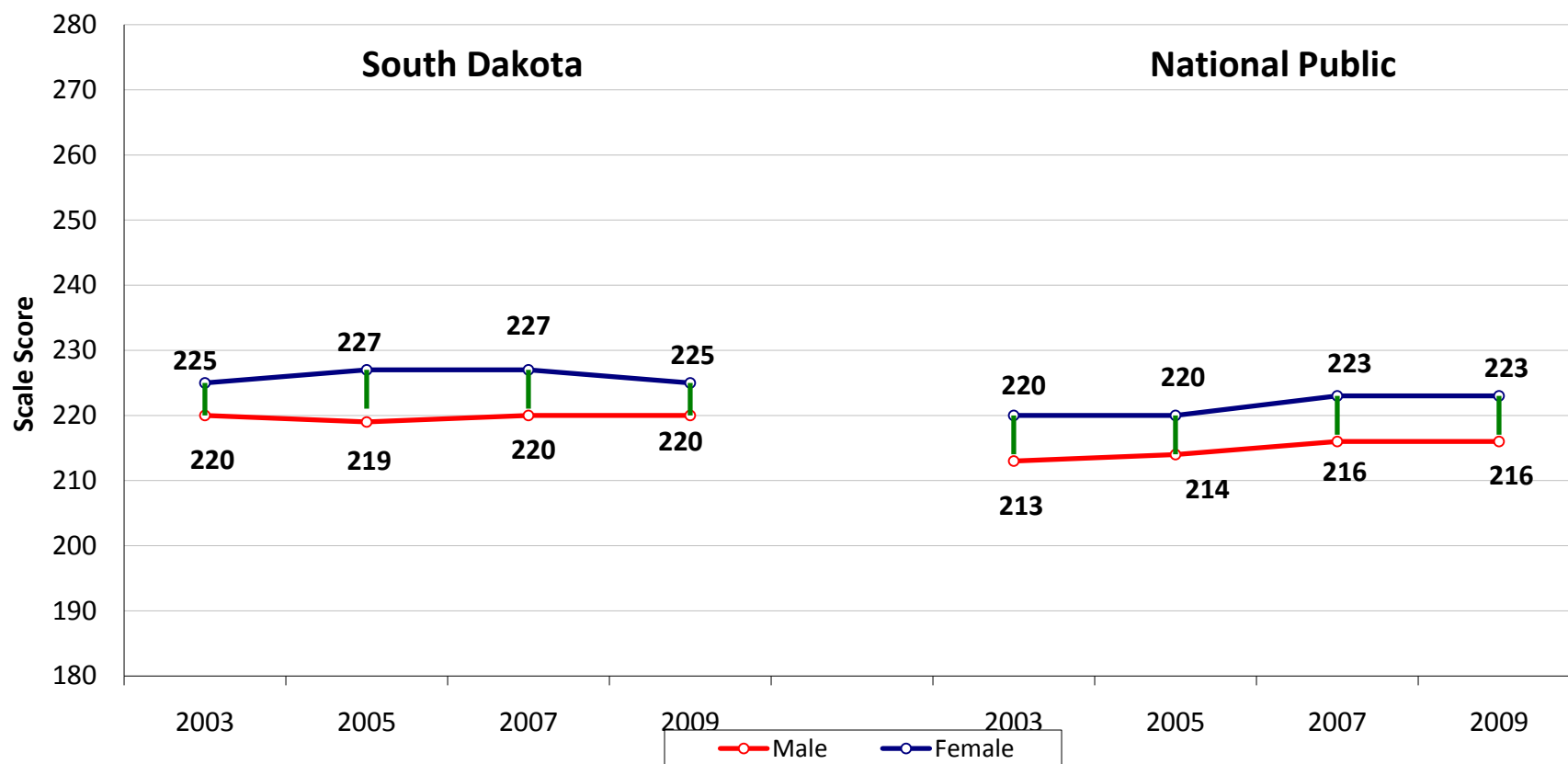


NOTE: Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Do we have a gender gap in reading?

NAEP Reading Grade 4 — Gender
Gap - Average Scale Score: 2003-2009

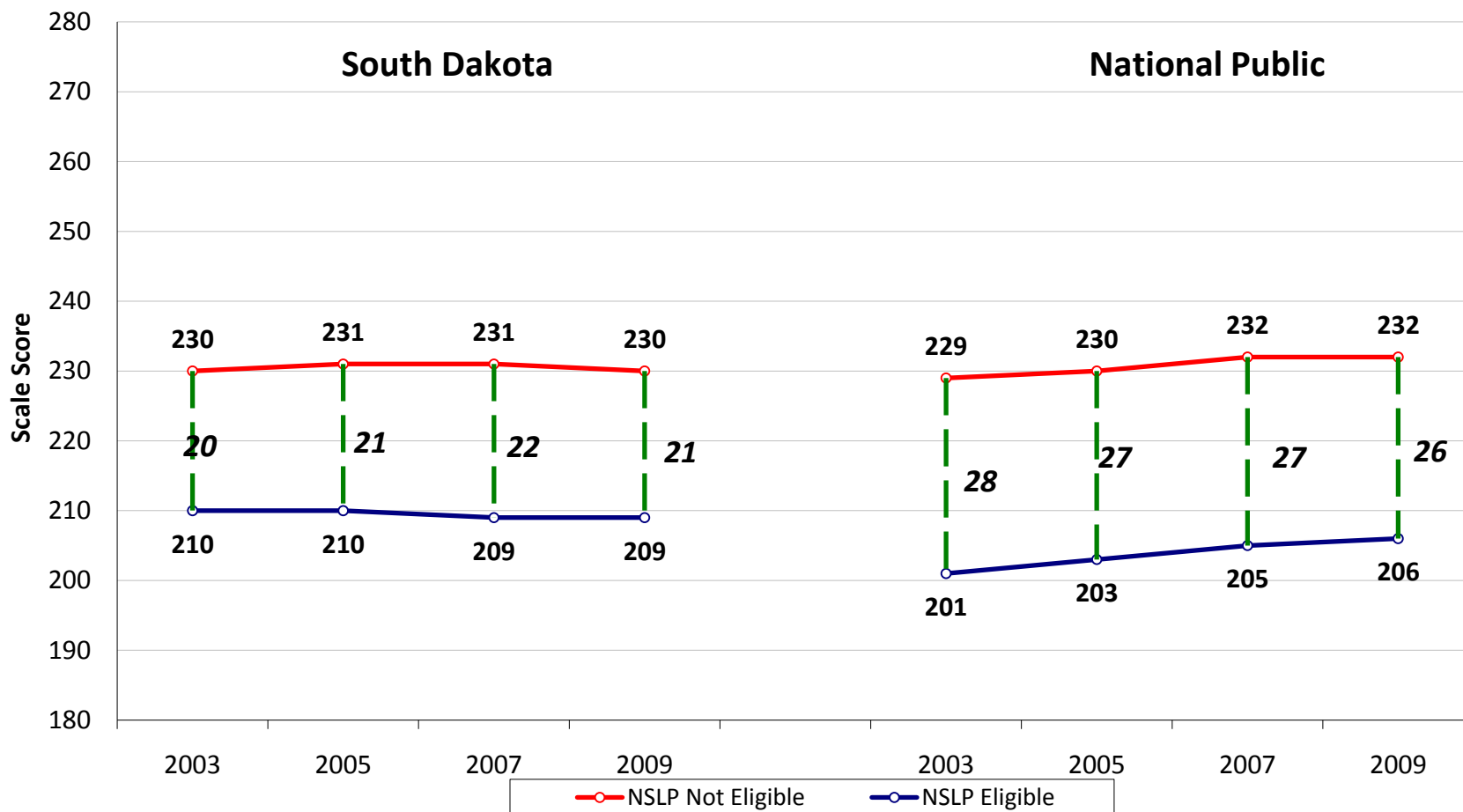


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

South Dakota's gap is significantly smaller than National Public's

NAEP Reading Grade 4 — National School Lunch Program

Gap - Average Scale Score: 2003-2009

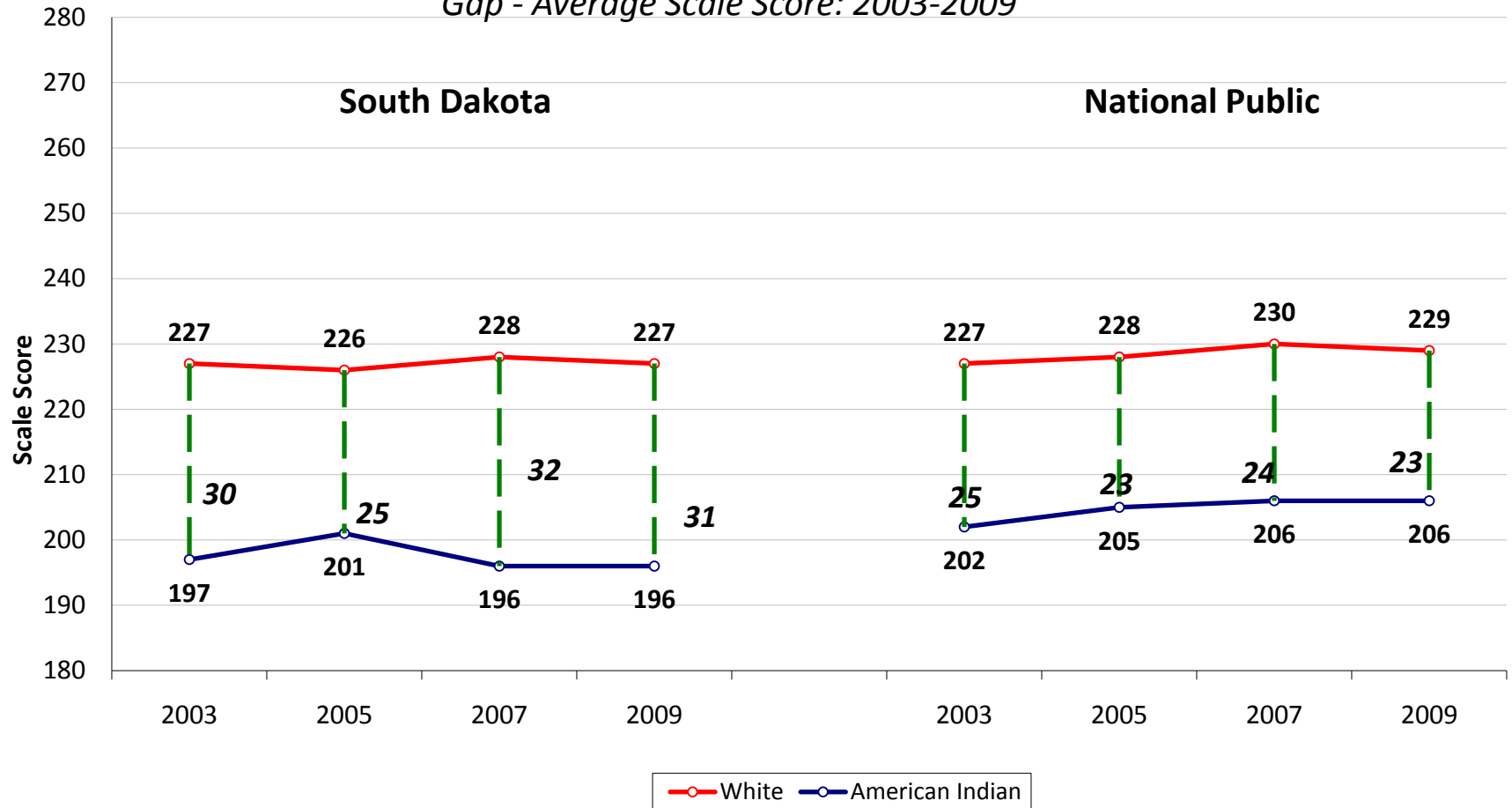


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 4 — White - American Indian

Gap - Average Scale Score: 2003-2009

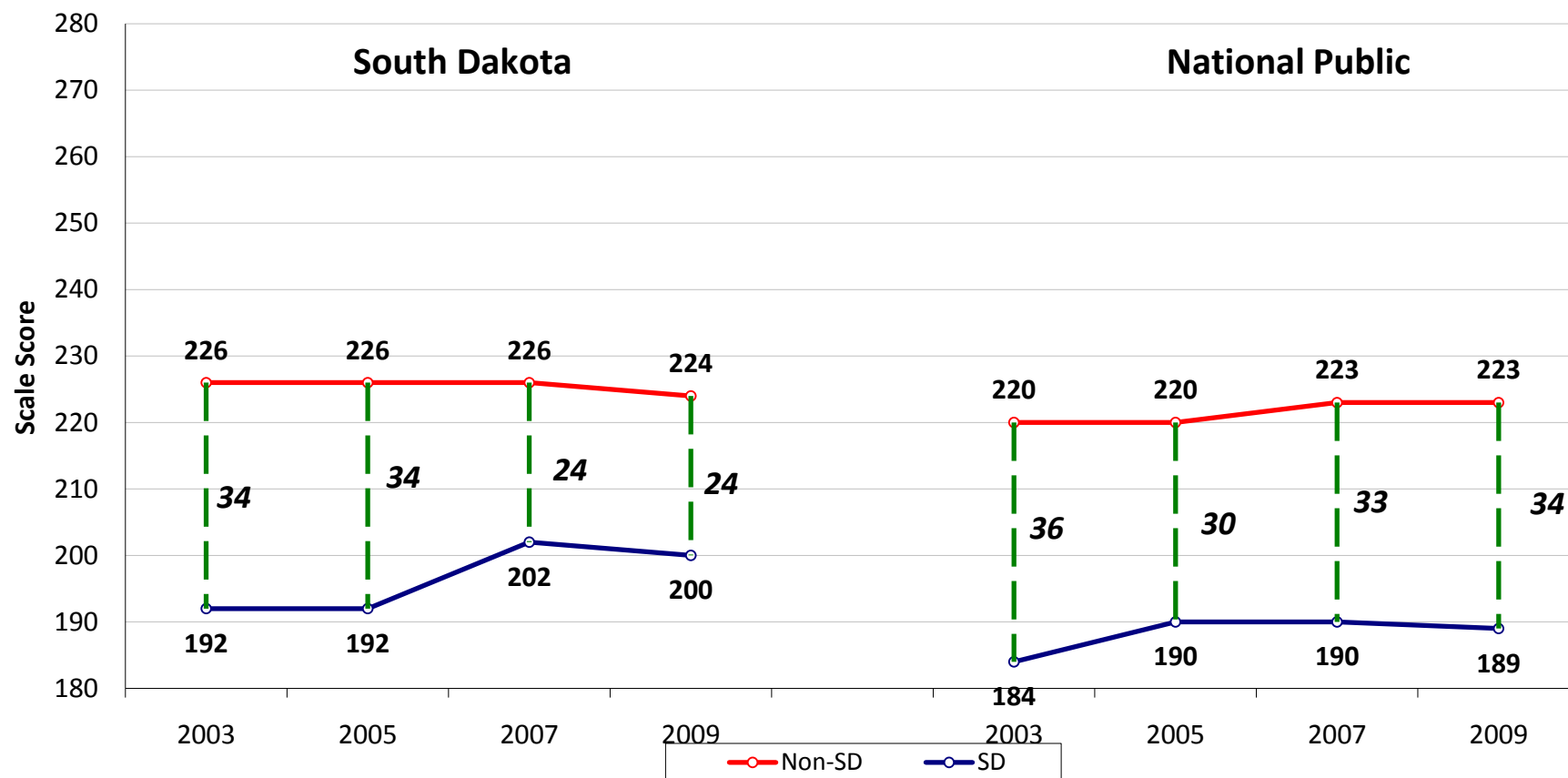


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

South Dakota's Gap for Students with Disabilities is smaller than the Nation's

NAEP Reading Grade 4 — Students with Disabilities

Gap - Average Scale Score: 2003-2009



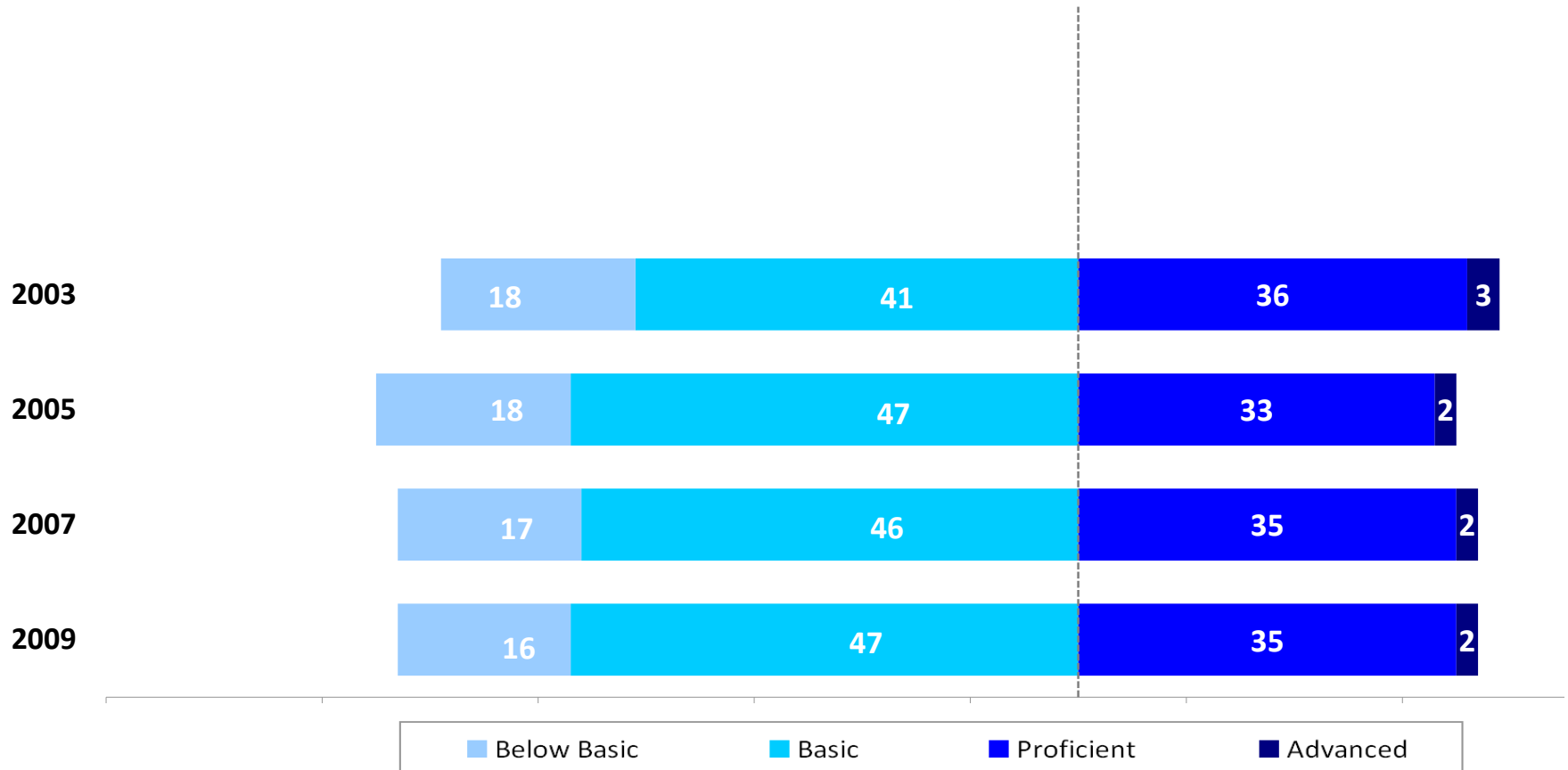
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Results: Grade 8 Reading



NAEP Reading Grade 8 — Overall *Achievement Level Percentage*



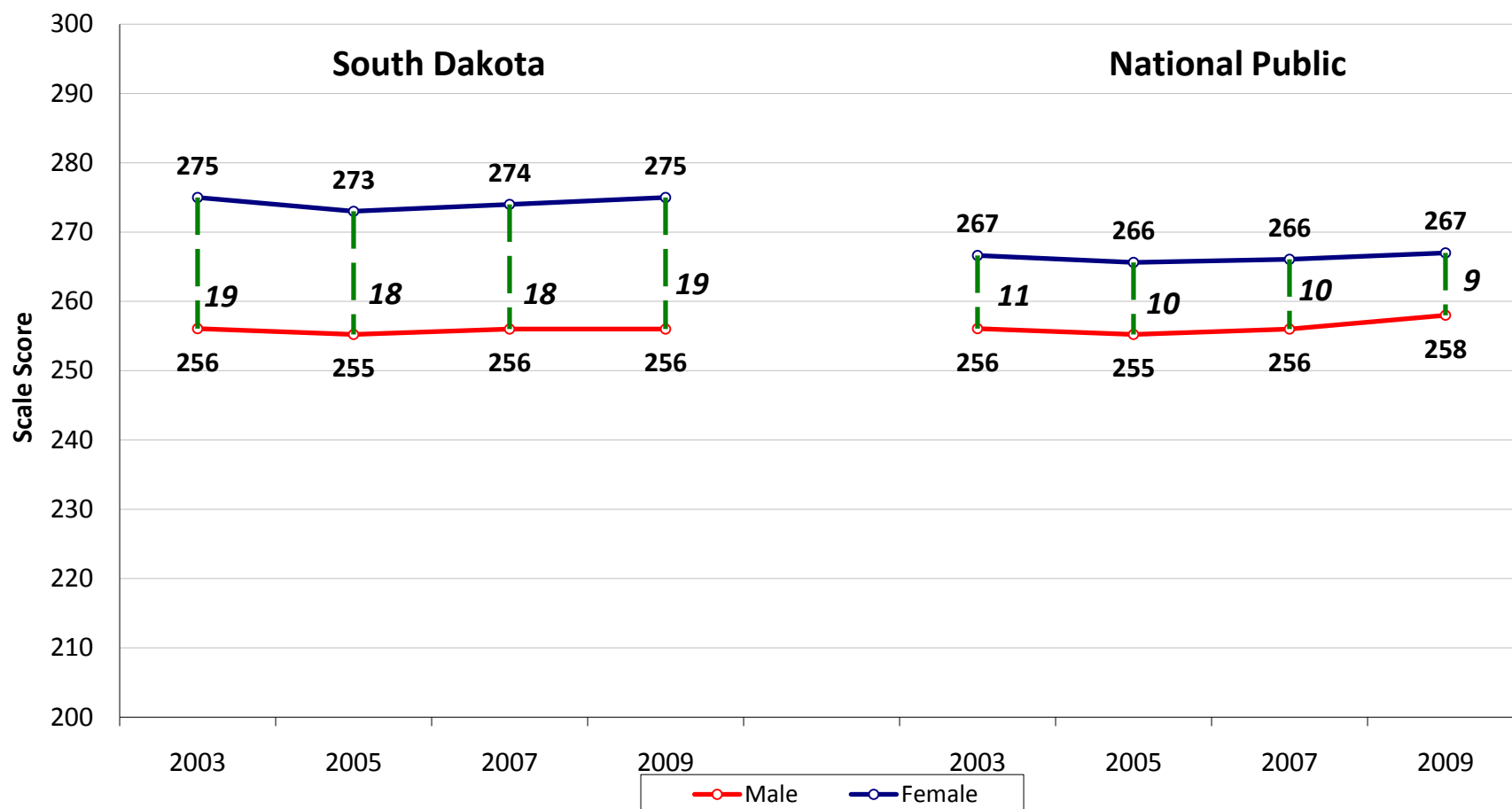
NOTE: Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Is the gender gap growing?

NAEP Reading Grade 8 — Gender

Gap - Average Scale Score: 2003-2009

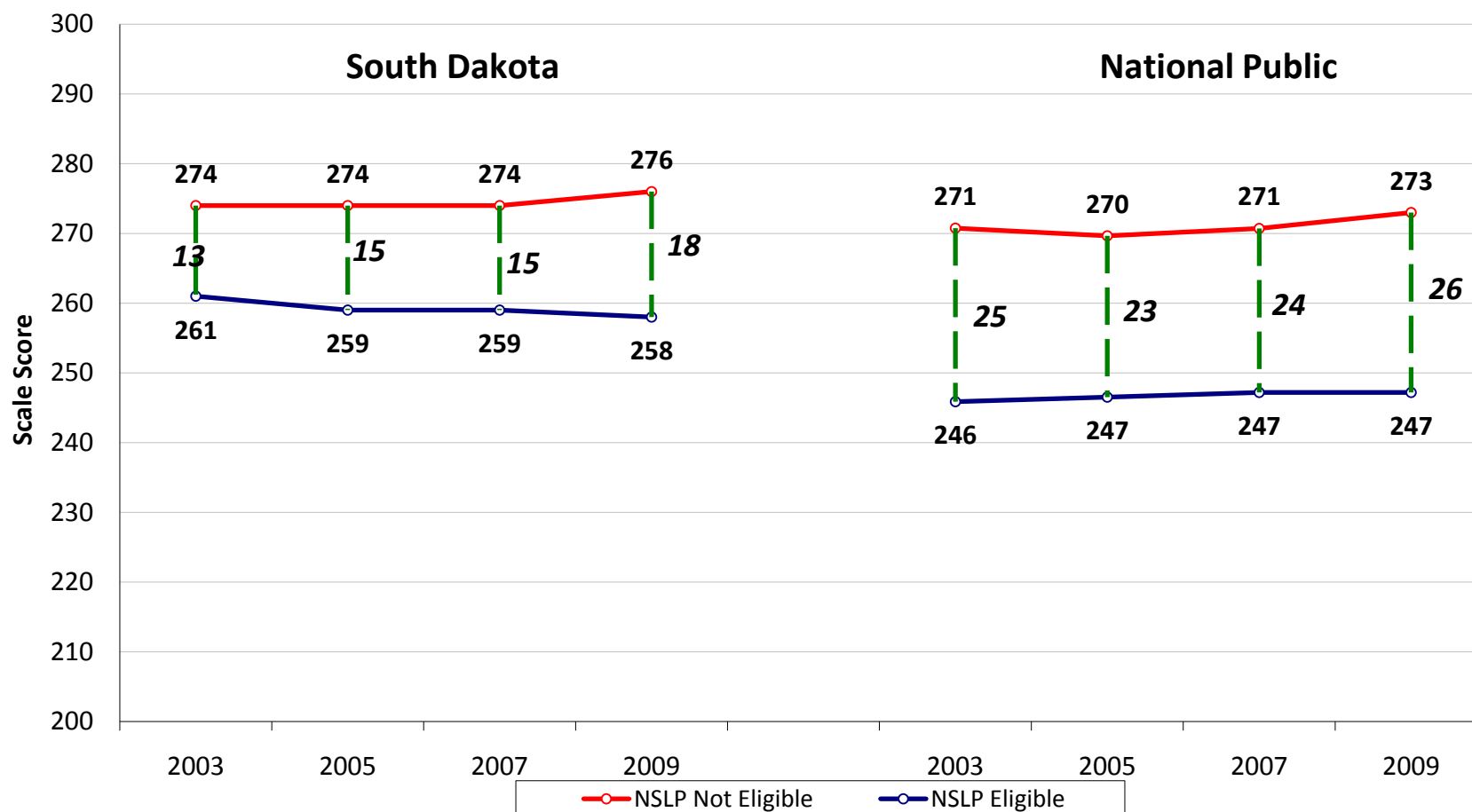


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

8th grade gap is significantly less than National Public

NAEP Reading Grade 8 — National School Lunch Program
Gap - Average Scale Score: 2003-2009

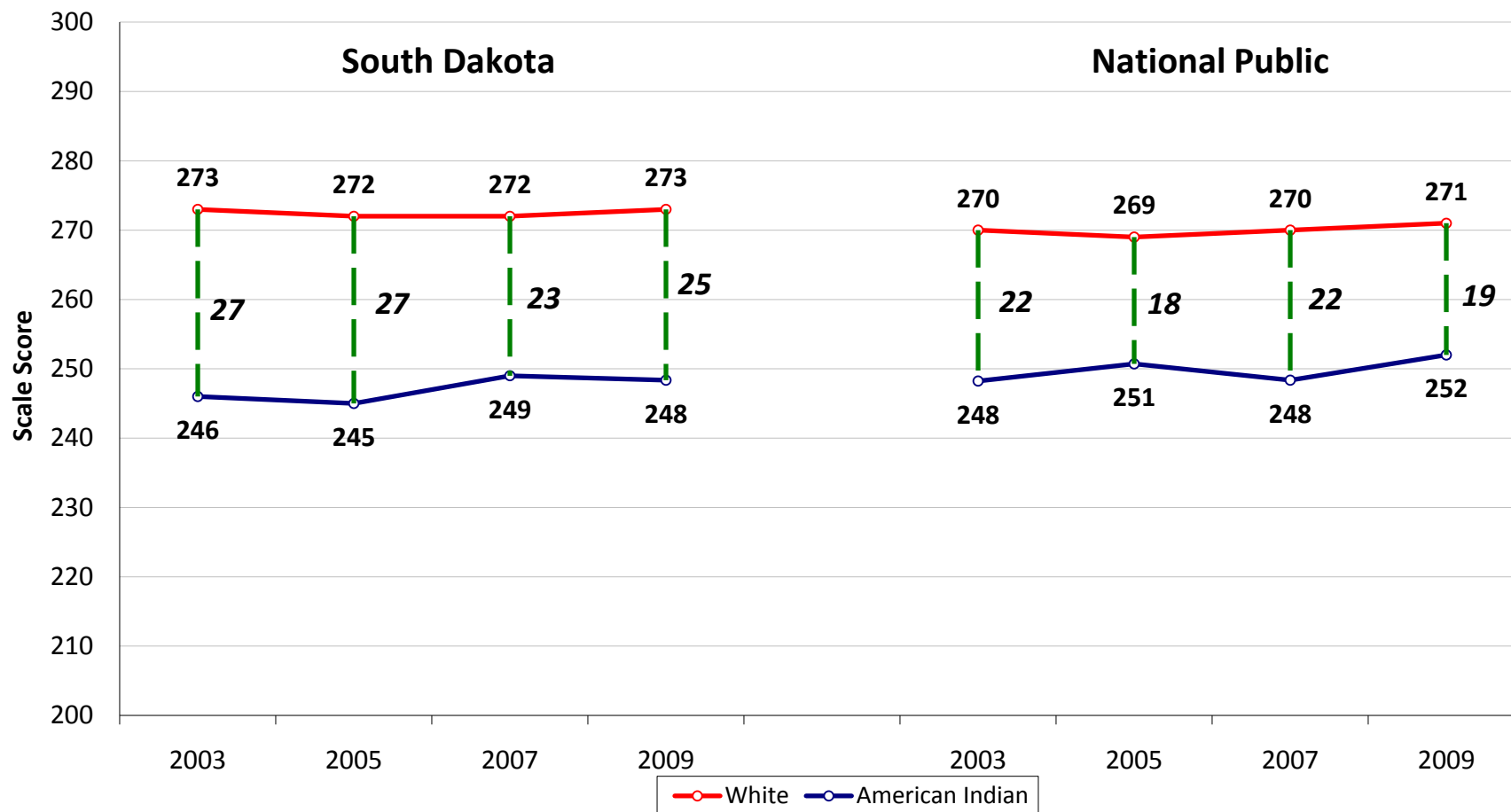


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 8 — White - American Indian

Gap - Average Scale Score: 2003-2009

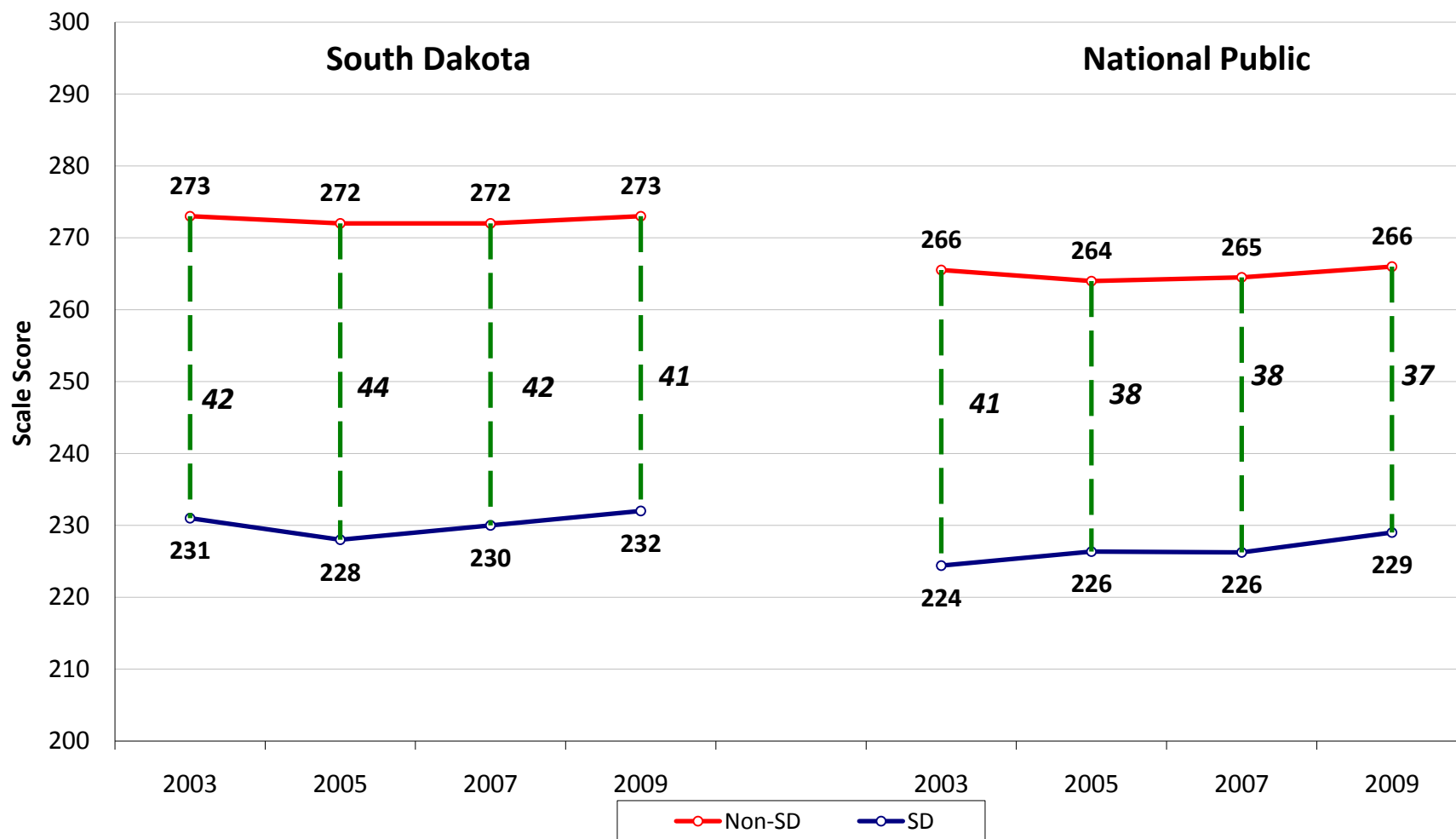


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 8 — Students with Disabilities

Gap - Average Scale Score: 2003-2009



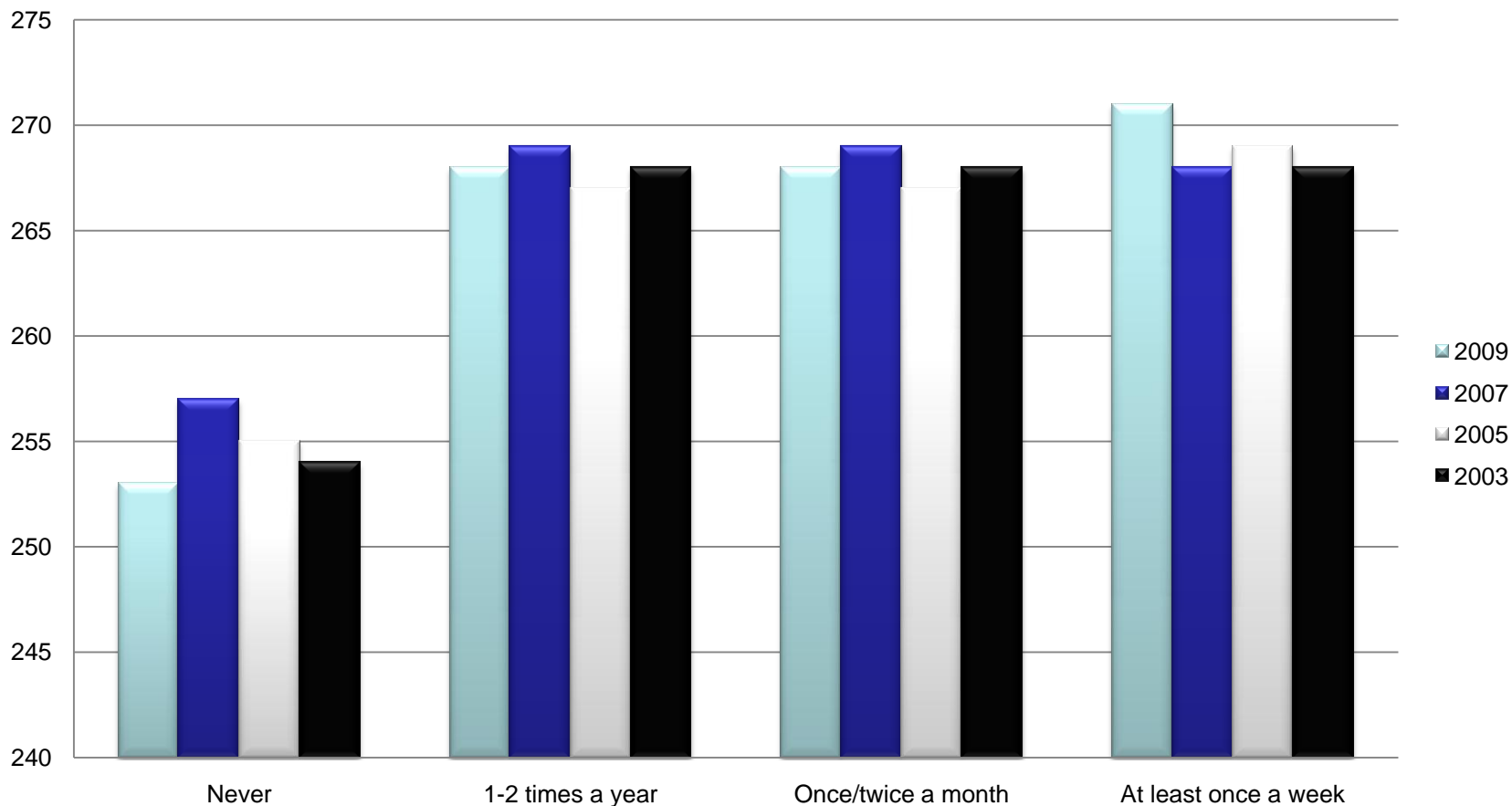
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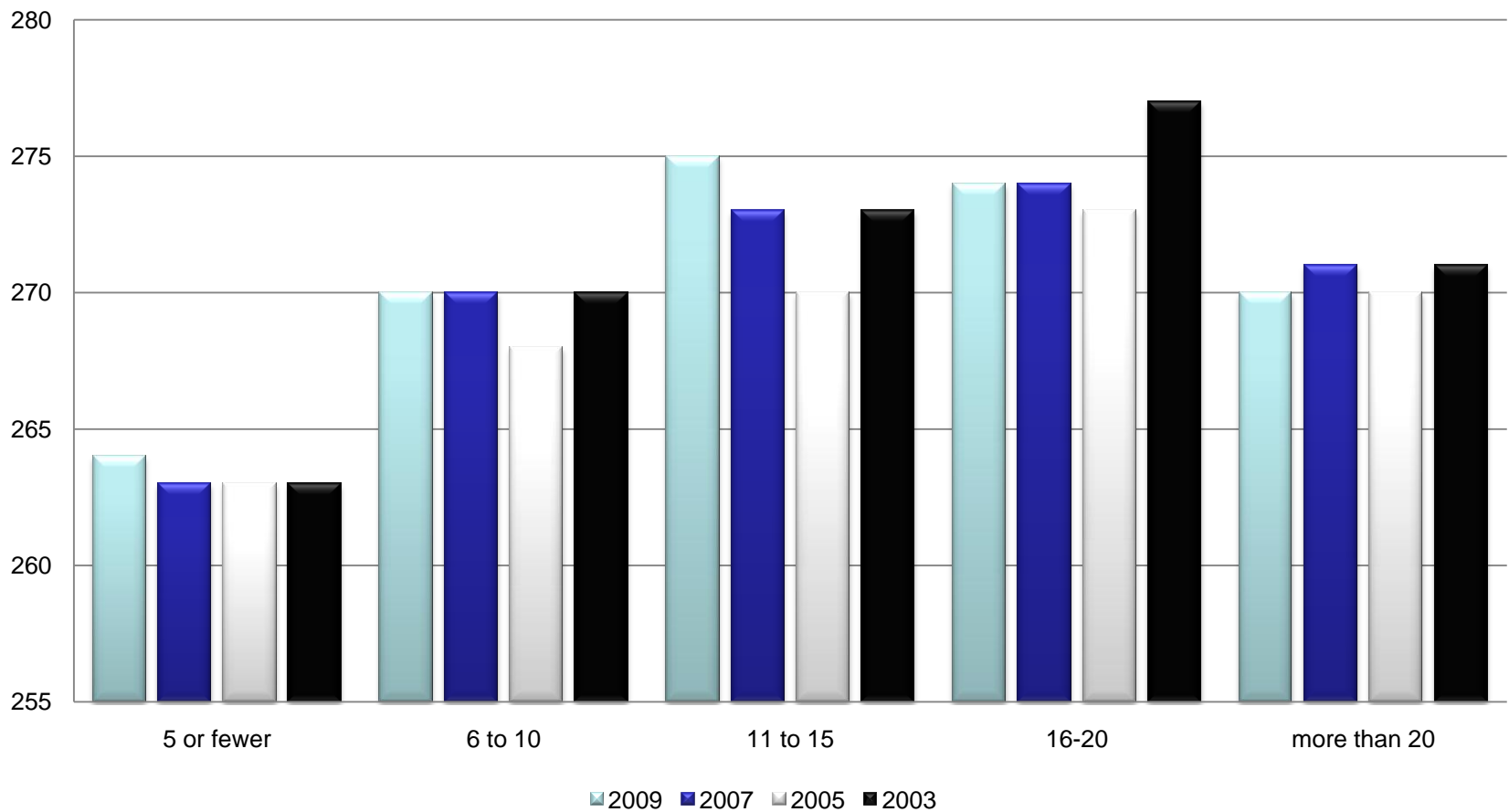
Results:
Other Variables



Gr. 8 NAEP Reading: How often write long answers on reading tests?



Gr. 8 NAEP Reading: Average pages read for school and homework a day



Gr. 8 Reading: Pages read - Percentages

